
7B

Action

Professional Services Committee

Program Approval and Initial Accreditation

Executive Summary: This agenda item presents three single subject matter programs and one induction program for program approval.

Recommended Action: That the Commission takes action to approve the single subject matter programs, and the induction program.

Presenter: Helen Hawley, Consultant, and Karen Sacramento, Consultant, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.

November-December 2006

Program Approval and Initial Accreditation

Introduction

This agenda item has two parts. The first part presents three single subject matter programs submitted by institutions of higher education for single subject matter program approval. The second part of the item presents one induction program for approval.

Part 1: Recommendation for Approval of Single Subject Matter Programs

Background

The Commission regularly hears recommendations from review panels for single subject matter program approvals. When those programs are recommended, they have been reviewed by subject matter experts and found to have met the common and specific subject matter standards which are aligned to the K-12 academic standards. These programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, in some cases they are completed concurrently with teacher education courses.

Subject Matter Program Review Procedures

Following are the general procedures for the review of new subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission's website. Staff members train, assign, and coordinate review teams.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor's response to the preconditions which are based on state laws and Commission policies that address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review –The program sponsor's responses to the Commission's subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the SMRs. Reviewers are trained in the alignment of the standards and subject matter requirements and the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs are not only aligned with K-12 content standards but introduce their candidates to those standards within the context of their subject matter

studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program approval is requested of the Commission.

4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission-approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (CSET).

This report presents three single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval.

Summary Information on the Single Subject Matter Programs

San Jose State University: English

The English Subject Matter Preparation Program (ETPP) at SJSU is thus based upon the belief that all teachers of English at the secondary level should know the power of language and literature to foster growth in their own lives and those of their future students from the very diverse populations in the California public schools. The program requires candidates be well-read, capable of oral and written interpretation of literature, incisive in their evaluations of written work, and able to take a broad and sympathetic view of the many patterns of written and oral speech that characterize human development in the language arts. They should be empathetic to the experiences of various ethnic and racial groups in California culture.

The purpose, design, and intended outcomes of the ETPP at SJSU is guided by the philosophy that effective English teachers must have a deep, broad, and connected understanding of language, linguistics, literature, and communications in general. They also need an understanding of how rhetorical, linguistic, and literary concepts and processes can be learned by and taught to students in California's diverse population. The ETPP provides credential candidates with a broad background in English, American, Young Adult and World Literatures, including the literatures of underrepresented groups. Candidates are prepared to teach a literature-based curriculum that encourages independent reading and writing and that exposes their students, whatever their primary language, to significant literary works. They are required to integrate reading, speaking, listening, and writing activities in their course work. The program includes principles of first and second language acquisition, of current practices in the teaching of reading and composition, and of the structure of the English language. Candidates are directly introduced to the state student content standards during the young adult literature and grammar courses and required to write lesson plans aligned to the standards.

The philosophy of the ETPP recognizes the need for prospective teachers to be effective in delivering academic content knowledge to all students in California schools. To this end, the Program's goals are to

- develop prospective teachers' depth and breadth of knowledge in literature, language, and literacy;
- expose prospective teachers to the wide spectrum of linguistic concepts and communication processes that extend across all content areas, as described in the *English-Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve* and *Reading/Language Arts Framework for California Public Schools*;
- provide multiple, varied learning experiences that support and encourage a broad perspective of what it means to learn and teach English language arts to all students;
- develop skills in communication and in critical inquiry;
- gain multicultural and global perspectives through intellectual and social exchange with individuals of diverse economic and ethnic backgrounds;
- demonstrate responsible citizenship and an understanding of ethical choices inherent in human development.

Core coursework includes 39 units in the following subject areas: American, British, European, ethnic, and young adult literature; composition; creative writing; grammar; oral communication; film and theatre production. Students are required to take an additional 18 units in these core content areas.

California Polytechnic University, San Luis Obispo: Mathematics

The CPSLO Mathematics Teaching Concentration Program was explicitly designed to address the needs of prospective teachers of mathematics. Students take courses in all of the major subject areas represented in the Standards and Frameworks in mathematics for California public schools, including algebra and algebraic structures, geometry, calculus, number theory and number systems, probability, statistics, proof, technology and computer science. A new course has been added to the program, Advanced Mathematics for Teaching, to round out the subject matter program; in particular, this course includes the study of number systems and connections between advanced mathematics as learned in the university and the school mathematics curriculum as described by the *California Frameworks*.

Early in the program, all candidates complete Methods of Proof in Mathematics which enables each candidate to consider how mathematicians verify truth in the discipline as well as to be introduced to the fundamental structures (e.g., sets), methods (e.g., direct proof, indirect proof, and proof by induction) and concepts (e.g., functions) of mathematics. These core ideas are then further developed and applied in all upper division courses of the program. The program requires candidates to analyze mathematical arguments, synthesize mathematical information, and write mathematical arguments in every mathematics course. All students are required to synthesize information, write, and give oral presentations on mathematics. The course work includes 116 quarter units of study in mathematics to insure that candidates receive both breadth and depth of subject matter preparation. Students learn to apply logical thinking to prove theorems and to apply theorems to particular examples. Students learn to understand the role of counter-examples.

In algebra, students learn the symbolic abstractions and associated concepts of algebraic structures and algorithms. Students learn to understand properties of functions and manipulate a

wide variety of functions including polynomials. Students learn the theory of linear algebra and matrices. In geometry, students learn to prove theorems and solve problems in Euclidean and other geometries. Students understand the role of parallelism across geometries and solve geometric problems in two and three dimensions, including those involving transformations and measurements.

In calculus, students study concepts and procedures of trigonometry, limits, continuity, derivatives, integrals, sequences and series. Students learn to apply these concepts and procedures to solve classic calculus problems including physical, geometric, symbolic, and graphical applications. Students learn the fundamentals of number theory including algorithms and theorems associated with the natural numbers. Students prove theorems about natural numbers using mathematical induction. Students study probability and statistics and learn to solve problems associated with chance. Students learn issues about data collection and its analysis, including sampling bias. Students study the history of mathematics to learn about the significance of specific mathematical achievements across various cultures.

California State University, Northridge: Mathematics

To align with the California Academic Content Standards in Mathematics, the CSU Northridge (CSUN) Subject Matter Program in Mathematics has several goals. The first is to produce teachers who understand mathematics at a level deeper than the mathematics they will teach. Candidates should understand the principles and relationships underlying various mathematical ideas and the concepts based thereon. This includes the ability to analyze, synthesize and communicate mathematics to others. Additionally, they should understand the principles underlying the various branches of mathematics and recognize common features of their interrelationship. Graduates must be comfortable and competent in the use of technology in teaching and learning of mathematics. They should be aware of the historical origins of important mathematical concepts as well as the developments that ultimately defined the various fields of mathematics. Finally, they should accept the need to continue learning mathematics during their teaching careers.

The second goal of the CSUN mathematics subject matter program is to produce individuals who have an understanding and appreciation of the richness of mathematics and who can use these to develop learning experiences from which sound and meaningful mathematical concepts are formed. Further, they should be able to develop the dynamic relationship between concrete experience and abstractions or generalizations. They must be able to convey a sense of meaning of the significance of mathematical ideas and possess the communication skills necessary to impart these to their students.

The CSUN secondary teaching program for mathematics requires 46 semester units of course work aligned with the California student content standards in algebra, geometry, calculus, number theory, history of mathematics, probability, and statistics. Candidates develop an advanced viewpoint on the mathematics content of grades 6-7 (*number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning*) and in grades 8-12 (*algebra I and II, geometry, probability and statistics, trigonometry, linear algebra, mathematical analysis, AP probability and statistics, and calculus*) as specified in the Mathematics Framework.

At the end of the program of study, candidates should be able to:

- 1) demonstrate a command of the content usually associated with an undergraduate degree in mathematics;
- 2) communicate mathematical ideas clearly and congenitly, both orally and in written form;
- 3) present clear and rigorous proofs;
- 4) build mathematical models and demonstrate problem solving skills, including the proper use of mathematical software;
- 5) understand the principles underlying various branches of mathematics and recognize their interrelationship;
- 6) experience mathematical discovery and independently read and understand mathematical articles or texts written at an undergraduate level.

Part II: Recommendation for Approval of Professional Teacher Induction Program

Background

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

As a result, the California Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the California State Board of Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The California Commission on Teacher Credentialing and the California Department of Education jointly administer the BTSA Induction Program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

Induction Program Review Procedures

Following are the general procedures for the review of new Induction Programs:

1. Technical Assistance - Working together, Commission staff members, California Department of Education Staff, and BTSA Induction Cluster Regional Directors provide direct technical assistance to program sponsors wishing to submit documents in response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Technical assistance is provided through meetings with program sponsors to provide initial information on responding to the standards as well as ongoing meetings and communications via e-mail, telephone calls, and conference calls to provide assistance to the program sponsors during the writing process.

2. Program Review - The program review process for each response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* is a collaborative review process by Professional Services Division Staff, California Department of Education Staff and BTSA Induction Cluster Region Directors who are the external induction program experts in the region. Professional Services Staff works with the program during the review period, communicating with them the findings from the review of their program proposals, and providing technical assistance as needed to assist the program as it responds to reviewer feedback and requests for information.

Induction Programs Submitted for Consideration

This report presents Aspire Public Schools Professional Teacher Induction Program which has been deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>) by the appropriate review panel and, as such, is recommended to the Commission for approval.

Summary Information on the Professional Teacher Induction Program Recommended for Approval

Aspire Public Schools is California's leading not-for-profit Charter School Management Organization (CMO). Aspire Public School's mission is to build and operate high-quality small charter schools in low-income neighborhoods, and send more students to college. Over the past five years, Aspire Public Schools has opened 17 high-quality charter public schools. Six schools are in the San Francisco Bay Area and serve 1,948 students, eight schools in the California Central Valley serve a population of 2,345 students, and three Los Angeles area schools serve a 706 student population with a total statewide Aspire Public School student population of 4,999.

Aspire Public School Professional Teacher Induction Program provides multiple support structures and personnel who work with beginning teachers through the Professional Teacher Induction Program. The Director of Professional Development and Partnerships serves as the Induction Program Director and works collaboratively with full time, full release support providers, and site principals to ensure beginning teachers are supported and move effectively through the California Learning to Teach Continuum from preliminary teaching credentials to professional clear credentials and beyond.

Aspire Public Schools provides a single CMO Professional Teacher Induction Program to beginning teachers within the Aspire network of schools. Aspire Public Schools Professional Teacher Induction Program works with the University of California, Santa Cruz New Teacher Center and utilizes their Formative Assessment System (FAS) with beginning teachers. Aspire Public School Professional Teacher Induction Program also works with the BTSA Induction Cluster Region Directors' for Region Two who provide program support. Aspire Public School Professional Teacher Induction Program began in the 2006-2007 academic year and is currently serving 20 beginning teachers.

Recommendations

Single Subject Matter Programs

Staff recommends approval of the following single subject matter programs at the following institutions:

San Jose State University: English

California Polytechnic State University: Mathematics

California State University, Northridge: Mathematics

Based on the satisfactory review of responses to the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs*, the sponsors meet the requirements for approval. Granting program approval to the program sponsors will allow the institutions to begin operation as SB 2042 single subject matter programs.

Induction Program

The Commission has the option to grant or deny initial approval of the Induction program of the following program sponsor:

Aspire Public Schools Professional Teacher Induction Program

Based on the satisfactory review of responses to the *Standards of Program Quality and Assessment for Professional Teacher Induction Programs*, the sponsor meets the requirements for approval. Granting initial program approval to the program sponsors will allow them to begin operation as an approved beginning teacher induction program.